

# The Issue of Student Education Management in a Multilingual

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## **Abstract:**

The issue of education management in the system of multilingual education is actively discussed, however, despite that, there are still certain gaping holes in the solution of linguistic diversity of students and their cultural assimilation. The paper will comment on multidimensionality of learning and teaching of other language and cultural student using three dimensions of the learning: cognitive, cultural, and psychological. It states that multiple language students will tend to face language barrier, assimilative pressure and the psychological pressure that might negatively affect their academic performance. The paper is also innovative in the sense that it suggests a proposal of a multilingual system of education management grounded on the three dimensions. The model incorporates cognitive development, cultural inclusion and psychological support in an attempt to be better placed to handle the challenges that multilingual learners face. On this ground, the present paper will suggest the improvement of the education of the educators, strengthening of the cross-cultural competencies, and supporting systems within the institution that would facilitate the inclusive learning conditions. All those will add some distance in the form of bettering the process of learning and receiving a sufficient educational outcome in multilingual classes.

**Keywords:** Multilingual Education; Educational Management; Language Barriers; Cultural Integration; Teacher Training

## **1. Introduction**

Educational institutions are becoming more globalized, and this leads to increased multilingual classroom where students with varying lingual and cultural orientations are forced to engage in day to day interactions. Recent projections have shown

that over 40 percent of pupils the whole world are currently studying in multilingual classes and the number of immigrant scholars is rising at a rate of approximately 5 percent every year. Nevertheless, the conventional monolingual models of teaching and assessment are still prevalent. Such models do not take into account linguistic variations and this has led

to approximately 60 percent of the multilingual students being underestimated in their educational performance. These systemic restrictions demonstrate the insufficiency of one-size-fits-all education methods in the current classrooms which are diverse [1]. However, the issue of student education management within such scenarios has its own peculiarities, such as the differences in academic achievements, social acculturation, and the development of psychological pressure, put on students. The research problem is the inefficiency of the traditional monolingual educational management systems to address the needs of the multilingual learners. Pedagogical techniques to teaching the underprivileged are generally disregarded by those trained in urban institutions [2,3]. An example of this is the cognitive development may be hindered due to linguistic barriers, but the alienation may be enhanced due to cultural differences.

Teachers, policymakers, and institutions, who would desire to create equitable learning settings within multilingual settings. The article discusses multilingual education with an analysis on the adaptation problems of students, capacity building of teachers and optimization of the management system. It targets K-12 contexts in immigrant and multicultural areas in general, relies on the UNESCO reports and ten-country case studies to suggest evidence-based interventions improving the administration of education and accommodating diversity of learners. The researchers employ the qualitative synthesis approach to the use of scholarly articles and reports of organizations such as UNESCO and OECD. Through that, the study would provide a bit of practical advice on how the inclusive policies could be developed, how the education of the educators could be improved, and how the cultural responsive teaching could be promoted. Lastly, it targets to support equal and viable learning experiences that would translate into educational and social success among the multilingual learners [4].

## 2. Theoretical and Practical Foundations of Multilingual Education

### 2.1 Definition and Characteristics of Multilingual Education

Multilingual education is a pedagogical model(s) which incorporates more than one language in the learning process, hence bilingualism or multilingualism as the outcome of learning [5]. Unlike in monolingual strategies, it recognizes linguistic diversity as a resource and applies the so-called Content and Language Integrated Learning (CLIL) or dual-language immersion. The primary ones

are additive bilingualism, in which students are not deprived of their native language, but they acquire others and translanguaging; in which language can be used interchangeably in classes [6]. This is practically by curriculum design that provokes cultural aspect and linguistic support, e.g., visual support and collaborative work among peers to facilitate comprehension [5]. With the emergence of digital learning, the multilingual education is reshaped through the force of technology-based structures along with the theory of language acquisition and AI-based learning devices such as adaptive vocabulary applications, automated feedback generators and multilingual content engine. These technologies will offer more exposure and personalized learning and support translanguaging practices in cyberspace [7]. On the whole, the perception of multilingual education as the key to cognitive flexibility and cultural consciousness predetermines its use as the basis of equality education in pluralistic societies.

### 2.2 Cognitive and Cultural Characteristics of Multilingual Students

The cognitive flexibility of multilingual students, including the capacity to solve problems more effectively and metalinguistic awareness, can be explained by the fact that they are able to go between two or more linguistic systems. Studies have shown that bilingualism is able to slow mental deterioration and improve the executive functions, including attention control [8]. These students bring in different perceptions that help in enriching the classroom dialogue, creating creativity and understanding. Nevertheless, these benefits can be hidden behind the barriers that appear in the case of a lack of proper assistance, e.g., the fatigue of code-switching and cultural shock. Research also reveals that the cognitive gains are increased when education is in line with the cultural identities of the students hence a sense of belonging is developed [9]. As an example, Educational difficulties in countries with varied ethnicities and cultures: Numerous studies demonstrate that immigrant adolescents in contemporary Western nations receive insufficient educational benefits and frequently graduate from school without the required credentials. Ensuring that all students have equal opportunities for social and economic development, irrespective of their ethnic or cultural background, is a significant task for the school [10]. Therefore, there is a need to understand those characteristics to customize the education that will use the diversity as an asset instead of seeing it as a deficit.

### 2.3 Teachers' Language Awareness and Teaching Strategies

The use of a multilingual classroom environment pos-

esses its distinctive pedagogical characteristics that are expressed in the ways of how teachers who work in multilingual classroom environments practice their pedagogical activities. They are more inclined towards being linguistically conscious and conscious about the fact that phonological, syntactic and pragmatic differences may affect the way students understand and pronounce something [11]. Their instruction is also generally adaptable and active wherein the instructions, content of instructions, and patterns of interaction are constantly adjusted to various degrees of language competencies. With such a teacher, a constructive involvement is established since linguistic repertoires of the students are perceived as resources and not barriers resulting in dynamic utilization of language in the classroom [6]. They usually create bilingual learning environments wherein they encourage interaction between peers to promote the understanding between languages, and use visual or contextual clues to promote the understanding. Intercultural sensitivity, which is the capacity to comprehend and mediate the cultural interpretations within the use of language, is a characteristic aspect of their teaching. These features make multilingual teachers special in their versatility, understanding, and ability to turn linguistic plurality into a pedagogical asset [11].

### 3. Student Adaptation in Multilingual Contexts

Although teachers are highly important in creating inclusive and linguistically responsive learning settings, student adaptation to multilingual learning settings is also an important factor that determines the success of the process. The relationship between learner experiences and teaching practices defines the multilingual instruction. The learning processes of adapting to students, especially the language, cognitive, and emotional difficulties that they will face, provides a good idea of what multilingual education is about. These issues are addressed in the following section, starting with how the effect of language barriers affects academic performance.

#### 3.1 Language Barriers and Academic Performance

The language barriers significantly hinder academic performance in multilingual education settings. Students with problems relating to the majority language tend to develop a poor understanding, which subsequently leads to poor academic performance and classroom participation [12]. The existing empirical data show that the performance of non-native speakers is relatively worse in reading and written assignments, which exacerbates the existing dif-

ference in achievement. The research evidence published in the United States proves that English Language Learners (ELLs) score less in standardized tests, which is due to the language requirements of the latter [12]. As an adaptation-stage factor, primary-stage students have a difficulty with the language understanding and basic academic vocabulary. There is a growing level of thinking required of the intermediate stage learners as the content is getting more complex. Even highly-advanced students can be inequitably disadvantaged in their academic performance by using disciplinary language and culturally predetermined forms of assessment [1]. The longitudinal research supports the assumption that interventions at an early age in bilingual programs may help decrease the achievement gap, thus supporting the need to make systematic changes to evaluation and teaching platforms as a way of ensuring equal educational opportunities.

#### 3.2 Cultural Differences and Social Integration

The cultural differences may be an impediment to social integration and this creates isolation and interpersonal strife in heterogeneous classrooms. Students who come from collectivist cultural experience will feel alien to individualistic pedagogical systems that are dominant in the Western education system, which also adversely affects interaction with peers [13]. As an example, the instructional modalities that predict competitive group work are incompatible with collectivist orientations that cherish harmony which could lead to withdrawal behaviors. Empirical studies have found cultural incongruence to be an issue that has led to a high rate of dropouts among the immigrant student groups [13]. Multicultural events and inclusive curricular designs are among such interventions that have been observed to make the integration process much easier in that they allow students to develop supportive social networks. In situations that entail the application of culturally responsive pedagogy, students often express increased sense of belonging and a commensurate decline in conflictual situations [14]. Moreover, peer-mentoring programs promote cross-cultural friendship, which has been recorded in the Canadian bilingual schools where the different groups co-exist successfully [15].

#### 3.3 Psychological Stress and Support Mechanisms

Anxiety and identity conflict (as a result of acculturation pressures) is common in multilingual students, which is caused by psychological stress [16]. Adjustment to new language and cultural standards tends to produce the feeling of exclusion, thus impacting the well-being adversely. Based on empirical research, there are high rates

of depressive symptoms and low self-esteem in students who have to negotiate between bicultural identities [16]. The counseling services and mentorship programs are the support systems that are very important in encouraging resilience. Schools which embrace holistic models which entail offering of end-to-end mental-health services will always report better student wellbeing and high rates of retention. The cultural identity workshops assist the learners indicatively to strike a balance between the two heritages thereby alleviating the levels of stress [13]. In addition, external prevention of social isolation is offered by family involvement and community collaborations. The statistical numbers gained after the multicultural education programs show that the active assistance does not simply reduce the psychological burden but also makes the motivation and academic success better, therefore, demonstrating the significance of taking into account the mental-health approach to the multi-lingual setting.

## **4. Recommendations for Educational Management Improvement**

### **4.1 Formulation of Inclusive Education Policies**

Policymaking frameworks must ensure equal access to multi lingual resources such as bilingual programs and anti-discriminatory policies in order to combat institutional inequity [3]. Governments and organizations should join their efforts to come up with elaborate frameworks that would easily incorporate linguistic diversity in the national education systems. As an example, requirement of multilingual tests can help eliminate the prejudice against non-native speakers [4]. In addition, the fiscal provision on professional development is necessary to facilitate the effective execution of these policies. European Union case studies show that inclusive policies bridge the gaps between the achievement levels and that they facilitate social cohesion [5]. The stakeholders ought to include different voices such as the students and families in developing culturally responsive policies. This eventually creates a school system where everyone is able to excel in their education which is in line with the international human rights norms [15].

### **4.2 Cross-Cultural Training for Teachers and Resource Construction**

Multilingual children's language development and reading proficiency are directly impacted by the linguistic strategies employed by school teachers. Even though teachers' language choices have a significant impact on kids' language acquisition, more research is needed to determine

what makes multilingual language practices for teachers beneficial [17]. To seal this loophole, schools need to institute standardized cross-cultural training courses that need not less than 30 hours a class period a year and not less than 10 hours of hands-on activities with the teachers having a minimum of 85 percent passing rate [18]. Resource construction involves digital resources, translated materials and artifacts that are culturally oriented and that add value to the pedagogical practices. It has been noted in schools in multicultural environments that there are better results of student performance after the application of these measures [19].

### **4.3 Multilingual Assessment and Continuous Improvement Mechanism**

Instruments of evaluation should be linguistically fair, and continuous assessments should polish the practices and continue the improvement of the outcomes of learners [4]. This strategy will involve the use of other presentation formats which may be oral presentations or portfolios in order to fit a range of linguistic abilities. An example of such is the salient feature of the Australian applied linguistics landscape that has aided in the understanding of linguistic and cultural diversity in the country in better ways [20].

### **4.4 Multilingual Support Policies and Institutional Design**

The stakeholders, such as parents and local organizations, should be engaged in collaborative work to ensure the policies are adjusted to the local needs. The practice of Swedish multilingual models has shown that institutional designs that are integrated help to reduce inequalities and enhance the education system that is inclusive [15]. As a result, there is an immediate necessity to elaborate on extensive policy systems and carefully conceptualized institutions, which support the multilingual learners in a systematic manner and hence facilitates academic fairness and social integration.

### **4.5 Cross-cultural Communication and the Construction of Teacher-Student Relationships**

The aspect of building strong teacher-student relationships is dependent on the development of cross-cultural communicative competencies which build a sense of mutual trust and intrinsic motivation. To address misunderstanding that comes as a result of intercultural differences, teachers should skillfully coordinate communicative conventions, including the differences in the direct and indirect expression [20]. Developing cultural sensitivity facilitates the acquisition of skills that enable the educator

to decode non-verbal messages and create rapport with the student to increase student engagement. Incidentally, multicultural cohort discussions in the classroom will strengthen relational processes by recognizing the culture of students [9]. Empirical research shows that constructive teacher-student relationships, academic achievements and lowered psychological stresses are positively related with each other. These relationships are cultivated continuously with the help of such strategic interventions as mentorship programs, reflective pedagogies, and built-in teacher feedback systems. On the other hand, in the presence of no such endeavors, the hidden cultural bias might destroy the trust, which is reported in various educational settings [13]. Focusing on cross cultural communication hence strengthens the interpersonal relationships between teachers and students resulting in a supportive circle that will enable multilingual students to succeed academically and personally.

## 5. Conclusion

In conclusion, management of multilingual education should incorporate policy reform, professional development of teachers, and enhancement of evaluation to tackle the three issues that have interrelated issues among learners; language barriers, cultural incongruence, and psychological stress. The practice of equity in management has been proved in different learning settings to promote academic achievements and general inclusion. Policy changes and quality training of teachers are capable of providing coherent developmental consequences to prepare learners to become members of multicultural societies, when the systematic awareness of diversity and the development of global competencies are implemented. Nonetheless, this paper is limited. It does not discuss the multilingual education management systems used online, or does it discuss the needs of students whose native language are less commonly taught, or those that need special support. These loopholes should be explored further. The use of digital technologies, including AI-based assessment tools and multilingual analytics, to reinforce the process of evaluation, should be explored in future research. Furthermore, longitudinal studies should be conducted over a long period of time to confirm the long-term effects of interventions and give a better understanding of the dynamics of changes in the multilingual learning environment.

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